

Spelling Book



Please bring this book to school on
Friday for your spelling test!

This is your Home Spelling Log Book

Each week you will be given a group of spellings to practise at home. They will contain the spelling patterns that you will learn this term.

In this book are the words you are to work on each week. Using the rest of the page, you could try some of the following:

- ~ Practise writing each word a number of times, reading it too
- ~ Be creative and do something 'arty' with those words!
- ~ Practice writing them in a sentence
- ~ Clap out the syllables or count the different phonemes in each word
- ~ Explain what each word means, if it's a bit tricky!

There are lots more spelling ideas at the back of this book, as well as words that should also be learned in lower KS2.

Your teacher or TA will check that you know your words each week on the right hand page, using the space provided and we will send home the results for you to share! 😊

Date:

Ambitious Synonyms - Adjectives

aggressive

hostile

awkward

obstinate

desperate

frantic

disastrous

calamitous

marvellous

spectacular

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10

Extra 5

1. _____

2. _____

3. _____

4. _____

5. _____

Date:

'homophones'

advise

advice

devise

device

license

licence

practise

practice

prophecy

prophesy

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extra 5

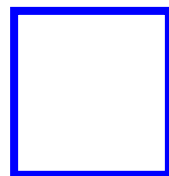
1. _____

2. _____

3. _____

4. _____

5. _____



Date:

Suffixes – ant, ancy, ance

observant

observance

expectant

expectancy

hesitant

hesitancy

tolerant

tolerance

relevant

relevance

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extra 5

1. _____

2. _____

3. _____

4. _____

5. _____

Date:

'Suffixes – ent, ence and ency

innocent

innocence

decent

decency

excellent

excellence

confident

confidence

existent

existence

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extra 5

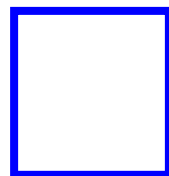
1. _____

2. _____

3. _____

4. _____

5. _____



Date:

'hyphenated prefix words'

co-operate

co-ordinate

co-own

co-author

re-enter

re-educate

re-examine

re-evaluate

re-energise

re-elect

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extra 5

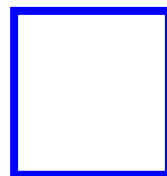
1. _____

2. _____

3. _____

4. _____

5. _____



Date:

Hyphenated compound adjectives

man-eating

little-used

rock-bottom

wide-eyed

pig-headed

tight-fisted

cold-hearted

stone-faced

green-eyed

short-tempered

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Extra 5

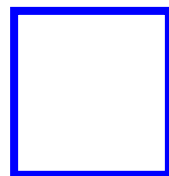
1. _____

2. _____

3. _____

4. _____

5. _____



More Ideas for Practising Spellings At Home

It is really important that parents and guardians are involved in helping children to learn their spellings. Confidence in spelling allows children to read and write more freely and imaginatively. You should practise your spellings for 5 to 10 minutes EVERY day. Here are some games or ideas you could use. Why not try a different one each night to keep it fun and interesting? Remember everyone learns by: Doing it, Seeing it, Saying it, Writing/drawing it and Listening to it - so making sure you have variety of games and tasks is a great way to ensure the learning sticks!

1) Sing it!

2) Air spelling:

Choose a spelling word. With your index finger write the word in the air slowly, say each letter. Your parent needs to remind you that you need to be able to 'see' the letters you have written in the air. When you have finished writing the word, underline it and say the word again. Now get your parents to ask you questions the about the word. For example they could ask 'What is the first letter?' 'What is the last letter?' 'How many letters are there?' etc.

3) Shaving Cream Practice:

An easy way to clean those dirty tables is to finger paint on them with shaving cream. Squirt some on the table (with your parent's permission and supervision!) and then practice spelling your words by writing them with your finger in the shaving cream.

4) Salt Box Spelling:

Ask your parents to pour salt into a shallow box or tray (about 3cm deep) and then practice writing your spellings in it with your finger.

5) Pyramid Power:

Sort your words into a list from easiest to hardest. Write the easiest word at the top of the page near the centre. Write the next easiest word twice underneath. Write the third word three times underneath again until you have built your pyramid

6) Ransom Note:

Cut the letters needed to for your words from a newspaper or magazine and glue them down to spell the words.

7) Spell It With Beans:

Use dried beans (or lentils) to spell out your words. If you glue them onto separate pieces of card then you made a great set of flash cards to practice with for the rest of the week.

8) Tasty Words:

Just like above but this time try and find tasty things to spell your words with, like raisins. Then when you spell them right you get to eat them!

9) Design A Word:

Pick one word and write it in bubble letters. Colour in each letter in a different pattern.

10) Water wash:

Use a paintbrush and water to write your words outside on concrete or pavements.

11) ABC Order:

Write your words out in alphabetical order. Then write them in reverse alphabetical order.

12) Story Time:

Write a short story using all your words. Don't forget to check your punctuation!

13) Simple Sentence:

Write a sentence for each of your words. Remember each sentence must start with a capital letter and end with a full stop.

14) Colourful Words:

Use two different coloured pens to write your words - one to write the consonants and one to write the vowels. Do this a couple of times then write the whole word in one colour.

15) DEFINITIONS:

Use a dictionary to work together to find and write the definition of each word.

16) Memory Game:

Make pairs of word cards. Turn them all over and mix them up. Flip over two cards, if they match you get to keep them, if not you have to turn them over again. Try and match all the pairs.

17) Finger Tracing:

Use your finger to spell out each of your words on your parent or carer's back. Then it's their turn to write the words on your back for you to feel and spell.

18) Spelling Steps:

Write your words as if they were steps, adding one letter each time. (It's much easier doing this on squared paper)

19) Scrambled Words:

Write your words then write them again with all the letters mixed up. See if someone else can unscramble them and then swap roles!

20) Ambidextrous:

Swap your pen into the hand that you don't normally write with. Now try writing out your spellings with that hand.

21) Look, Say, Cover, Write, Check:

This is often the basic method used in classes and it works too! It works much better with a partner, so you don't end up learning the incorrect spelling!

Common exception words - Year 5 and 6

accommodate	competition	existence	necessary	rhythm
accompany	conscience	explanation	neighbour	sacrifice
according	conscious	familiar	nuisance	secretary
achieve	controversy	foreign	occupy	shoulder
aggressive	convenience	forty	occur	signature
amateur	correspond	frequently	opportunity	sincere(ly)
ancient	criticise (critic + ise)	government	parliament	soldier
apparent	curiosity	guarantee	persuade	stomach
appreciate	definite	harass	physical	sufficient
attached	desperate	hindrance	prejudice	suggest
available	determined	identity	privilege	symbol
average	develop	immediate(ly)	profession	system
awkward	dictionary	individual	programme	temperature
bargain	disastrous	interfere	pronunciation	thorough
bruise	embarrass	interrupt	queue	twelfth
category	environment	language	recognise	variety
cemetery	equip (-ped, -ment)	leisure	recommend	vegetable
committee	especially	lightning	relevant	vehicle
communicate	exaggerate	marvellous	restaurant	yacht
community	excellent	mischievous	rhyme	
		muscle		